

INTAF 802 -- Foundations of Diplomacy and International Relations Theory

FALL 2010			
Sched Number	Section	Meeting Days/ Times	Classroom
449152	201	Tues Thur 11:15A- 12:30P	012 KATZ BL

Dennis Jett

Katz 243

814 867-2767 -- dcj10@psu.edu

This course addresses the central tenets of diplomacy and international relations theories and the concepts that underpin the study of international relations. It surveys major theoretical paradigms and arguments concerning international relations including such substantive areas as international conflict, international law, international organization and international political economy. Theories and paradigms considered may include: realism vs. idealism; balance of power; democratic peace; clash of civilizations; liberalism vs. neocolonialism; political causes and consequences of economic globalization; rational design of international institutions; domestic vs. international determinants of foreign economic, diplomatic, and security policies; and the role of formal institutions and law.

Through this and other core and elective courses, students will acquire a strong intellectual knowledge base and competencies crucial to a professional career in the international arena, including: intercultural communication; leadership, analytical, and advocacy skills; and language proficiency.

Adjustments in the course will be made to accommodate disabilities provided you disclose them to me in the first week of classes. See Penn State's Office for Disability Services:

<http://www.equity.psu.edu/ods/students/eligibility.asp>

Academic honesty and integrity is expected. Plagiarism is unacceptable and will result in a failing grade. Please read the DSL Honor Code: <http://www.law.psu.edu/Honor/Contents.cfm>

A few ground rules: All written assignments are to be in 12 point, Times New Roman, with 1.5 line spacing. Your name, the date, the word count and the title of the assignment should appear in the upper right hand corner of the first page. Failure to follow the format will result in the assignment being returned for resubmission as a late assignment.

I will endeavor to begin each class on time. If I have begun lecturing, do not enter the class unless you have informed me in advance that you will be late and why. Do not bring food or drink of any kind to class unless you bring enough for everyone. All electronic devices are to be turned off while in class including lap top computers and cell phones.

Office hours by appointment and I am generally available immediately after class as well.

At the start of the first class of each week, students are required to hand in a hard copy of a two-page paper. The first page should summarize the most important points of the week's readings and the second should describe three or four issues that were either the points you found most interesting or surprising about those readings and any questions you may have about them or the previous week's readings.

If there is the possibility of a swine flu problem developing during the course, the following is the policy should you become ill with influenza: To prevent infection to others, stay home. Do not attend class. As soon as possible, notify me by e-mail that you are ill with flu and will not be present in class. The Center for Disease Control recommends that people with influenza-like illness remain at home until at least 24 hours after they are free of fever (100° F [37.8°C]), or signs of a fever without the use of fever-reducing medications.

<http://www.cdc.gov/h1n1flu/guidance/exclusion.htm>.

Required texts:

E.H. Carr, "The Twenty Years' Crisis" Palgrave, 2001

Scott Burchill, et al, "Theories of International Relations", Palgrave Macmillan; Fourth Edition, (March 3, 2009) ISBN-10: 0230219233 ISBN-13: 978-0230219236

Graham Allison, "Essence of Decision", Longman, Second Edition, ISBN-13: 9780321013491 1971

Jerel A. Rosati, "The Politics of United States Foreign Policy," 4th ed., Thomson Wadsworth 2007, (not the newer 5th edition which is too expensive)

George C. Herring, "From Colony to Superpower - U.S. Foreign Relations Since 1776," Oxford University Press, 2008, ISBN 978-19-507822-0

In addition, students are expected to read the New York Times on a daily basis, paying particular attention to world news, and any other newspapers they might choose. Journal and other newspaper articles will be added to ANGEL during the course of the semester as well. ANGEL will be the primary means of communication and students are required to ensure that they have entered and maintain a functioning email address in that system for the duration of the course.

WEEKLY READING ASSIGNMENTS

WEEK 1 Aug 24, 26 Discussion of course objectives, Carr (first half)

WEEK 2 Aug 31, Sep 2 Carr, Rosati-Chap 1

WEEK 3 Sep 7, 9 Rosati-Chap 2, Herring 1&2,

WEEK 4	Sep 14, 16	Rosati-Chap 3, Herring 3&4,
WEEK 5	Sep 21, 23	Rosati-Chap 4, Herring 5&6, Liberalism class presentation
WEEK 6	Sep 28, 30	Rosati-Chap 5, Herring 7&8, Realism & neo-realism
WEEK 7	Oct 5, 7	Rosati-Chap 6, Herring 9&10, Rationalism
WEEK 8	Oct 12, 14	Rosati-Chap 7, Herring 11&12, Marxism
WEEK 9	Oct 19, 21	Rosati-Chap 8, Herring 13&14, Critical Theory and Post-mod
WEEK 10	Oct 26, 28	SIMULATION
WEEK 11	Nov 2, 4	Rosati-Chap 9, 10 & 14, Constructivism
WEEK 12	Nov 9, 11	Rosati-Chap 11 and 12, Herring 15& 16, Feminism/green politics
WEEK 13	Nov 16, 18	Allison (all)
WEEK 14	Nov 23, 25	NO CLASS – THANKSGIVING HOLIDAY
WEEK 15	Nov 30, Dec 2	Rosati-Chap 13 and 15, Herring 17&18
WEEK 16	Dec 7, 9	Rosati-Chap 16 and 17, Herring 19&20

Teams: The class will be divided into a number of different teams:

- Three teams based on the three approaches to foreign policy analysis found in Allison. Each team member is to choose a book and other material that relates to the current conflict in Iraq. The team will then construct an argument as to why their approach to foreign policy analysis best explains how and why the war began. This will be an in-class presentation, but each student should be prepared to make their case in writing.
- Seven teams each with its own IR theory to present and defend.
- Simulation teams each with specific roles to play in the simulation.
- Reading group teams will evaluate and discuss the weekly summaries submitted by the members of their team.

The simulation will use the Crisis in North Korea scenario at the ICONS project at the University of Maryland. Students will be required to log in and pay the fee required to participate in the simulation. The simulation is described at:
<http://www.icons.umd.edu/training/simulations>

Papers are to be submitted in hard copy in class or placed in my mailbox on the second floor near the entrance to the library. They will also be sent by email to the teaching assistant (except for the weekly summaries.)

Due the last class of August – read the New York Times article on digital diplomacy (which can be found on ANGEL) and write two papers – one of 700 words explaining why digital diplomacy will fundamentally change the way nations relate to one another and another of equal length explaining why digital diplomacy will not amount to much of anything. Cite examples of how to use digital diplomacy creatively in the first paper and offer examples of how digital diplomacy might be harmful in the second.

Due the last class of September - a briefing memo for the Secretary of State on the situation in a particular country with policy recommendations and two sets of talking points – one to use in a meeting with the ambassador of that country and another for responses to the press. Three pages maximum plus one page of talking points.

Due the last class of October – explain the concept of manifest destiny and find a parallel today in the U.S. or another country. 800 words.

Due the last class of November - Two papers on the IR theory of your choice – 800 words on why it is the most appropriate explanation of IR and another of equal length describing why it is not.

The final will be a take-home exam on a subject yet to be determined.

Grading will be based on the papers written including the weekly summaries (50%), on the final (25%) and on attendance, active class participation and peer evaluation (25%).